A STUDY ON LEADERSHIP STYLE AMONG HIGHER SECONDARY STUDENTS IN THIRUVANNAMALAI DISTRICT

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ABSTRACT

Leadership has been a term, which has been written discussed and researched very much for a long time. The leader doesn't stay behind the group to push and to pull but he takes the place before the groups as he facilitates their progress and inspires them to accomplish. The normative survey was employed. Totally 250 samples were taken for this study. Students are the future pillars for our nation and they are the most important aspect of the society as they have enormous power and ability to do anything.

INTRODUCTION:

Leadership has been a term, which has been written discussed and researched very much for a long time. Throughout the history, it has been recognized that the success or failure of war, political movement, business or games can be largely attributed to leadership. The success or failure of any team or organization can be attributed to good or absence of leadership. According to Koontz and O'Donnell, "It is the art of inducing the subordinates to accomplish, their assignments with zeal and confidence. The leader doesn't stay behind the group to push and to pull but he takes the place before the groups as he facilitates their progress and inspires them to accomplish.

HISTORICAL VIEWS ON LEADERSHIP:

Sanskrit literature identifies ten types of leaders. Defining characteristics of the ten types of leaders are explained with examples from history and mythology. Aristocratic thinkers have postulated that leadership depends on one's blue blood or genes: monarchy takes an extreme view of the same idea, and may prop up its assertions against the claims of mere aristocrats by invoking divine sanction: see the divine right of kings. More democratically-inclined theorists have pointed to examples of meritocratic leaders, such as the Napoleonic marshals profiting from careers open to talent. In the autocratic/paternalistic strain of thought, traditionalists recall the role of leadership of the Roman pater families. Feminist thinking, on the other hand, may damn such models as patriarchal and posit against them emotionally-attuned, responsive, and consensual empathetic guidance and matriarchies.

NATURE AND CHARACTERISTICS OF LEADERSHIP:

1. **Co-existence with followership:** The leader exercises authority over the group, and it could be willingly accepted by his followers.

2. **Responsibility:** In his capacity as a leader, a person is expected to assume full responsibility in all situations.

3. **Understanding:** The leader should have the ability to understand the feelings and problems of the groups as a whole.

4. **Precedence:** Since the leader influences the behaviour and the activities of the followers, he should be endowed with the technical competence and personality traits.

5. **Situation:** Leadership patterns changes according to the type of group and the situation in which the group is operating.
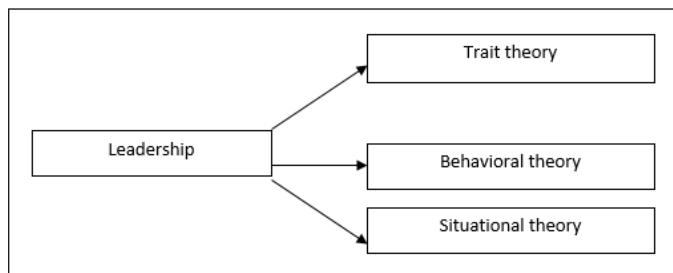
LEADERSHIP STYLES:

The behavior exhibited by a leader during supervision of subordinates is known as leadership style. There are probably as many different styles of leadership as there are leaders. Basically four styles are listed out autocratic, democratic, Laissez-faire and Transactional leadership.

a. **Autocratic Leadership:** When the style is autocratic, the leader exercises rigid control over his sub-ordinates. An autocratic believes in the "Carrot and Stick" method to motivate their subordinates by a promise of reward when they do what they are told to do and a threat of punishment when they fail to carry out his decisions. The leader expects from his sub-ordinates observance of codes and predictable obedience. The autocratic leader prefers one way (top-down) communication. He is very directive.

b. **Democratic Leadership:** In contrast to the autocratic style, the democratic style allows the group members to participate in the decision-making process. The members of the group are considered important entities and their participation in decision-making is encouraged. A democratic leader believes in maintaining good human relations with his sub-ordinates and encourages participation at all levels. He encourages discussion, and allows participation. He shares his leadership responsibilities with his followers. He involves them in planning and execution of task. An important advantage of participate leader is that it gives to members of the group a sense of belongingness.

c. **Laissez-faire Leadership:** This type of leadership is characterized by the extent to which the leader avoids contact with the group. The laissez-faire type of leader exercise minimum control over the group members. The group is left to itself to try for goal achievement, without any interference from the leader, unless his assistance is sought. He gives complete freedom to the group and does not establish polices and procedures to do the task. Each member is left to his/her own. No one attempts to influence the other.

d. **Transactional Leadership:** The transaction consists of a stimulus by one person and a response in turn becomes a new stimulus for the other person to respond to. The purpose of this analysis is to discover which part of each person-parent, adult, or child is originating each stimulus and response. This becomes known through many clues which include not only the words used but also the tone of voice, body gestures, and facial expressions.

SIGNIFICANCE OF THE STUDY:

The study undertaken by the investigator is significant in many aspects. Leadership may seem like a special gift out of heaven. Or one may look at some people and while they do an effective job, they seem to have no idea why they lead well. Leaders of that type are rare.

Generally there is a common opinion about leaders. *"A good leader may not be good in academics"* Sometimes it may be wrong. But, in most cases it is true. Each nation needs good leaders. Unfortunately, leaders are there. But good leaders are very rare. It can be rectified only through the Educational system. An education system can make one individual as a good leader. It should be, but, our education system could not make many good leaders. There is a wide gap. This research finding of the investigator will shed light on actual problems, being faced, and the inappropriate approach of education system, non-availability of good leaders, the gap between curriculum structure and its function.

STATEMENT OF THE PROBLEM:

"A STUDY ON LEADERSHIP STYLE AMONG HIGHER SECONDARY STUDENTS IN THIRUVANNAMALAI DISTRICT"

OPERATIONAL DEFINITIONS:

a. **Leadership:** The term "Leadership" means different thing to different people. As is often the case when a word from the common vocabulary is incorporated into the technical vocabulary of a scientific discipline, leadership has not been precisely refined, and it still carries extraneous connotations that create ambiguity of meaning

b. **Higher Secondary Students:** Those students who finished 10+2 pattern at school level and continuing their studies in s are termed as graduates.

OBJECTIVES:

a) **Objective testing:**
1. To find out the level of male and female students' leadership style with respect to their background variables.

2. To find out the difference between urban and rural students in their leadership style with respect to their background variables.

3. To find out the difference among 11th and 12th students in their leadership style with respect to their background variables.

b) **Hypotheses testing:**
1. There is no significant difference between male and female students in their leadership style.

2. There is no significant difference between urban and rural students in their leadership style.

3. There is no significant difference between 11th and 12th students in their leadership style.

LIMITATIONS:

Through every attempt has been made to make the study precise and objective as possible certain limitations have crept into it.

1. The study is only confined to Thiruvannamalai district.

2. Sample for study is limited to higher secondary students.

3. Only five style of leadership have been taken in the present study.

Null hypothesis - 1:

There is no significant difference between male and female students in their leadership style.

TABLE 1: DIFFERENCE BETWEEN MALE AND FEMALE STUDENTS IN THEIR LEADERSHIP STYLE

Dimensions	Male (N = 135)		Female (N = 115)		Calculated 't' value	Remarks
	Mean	SD	Mean	SD		
Planning	45.07	8.10	55.79	8.87	9.90	S
Co-operation	45.25	7.55	55.57	9.67	9.29	S
Team spirit	45.83	7.70	54.90	10.19	7.82	S
Communication skill	45.80	8.49	54.94	9.39	8.01	S
Self-evaluation	46.07	8.16	54.62	10.01	7.31	S

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that, the calculated values are greater than the table value. Hence, the null hypothesis is rejected. It shows that, there is significant difference between male and female students in their leadership style .

Null hypothesis - 2:

There is no significant difference between urban and rural students in their leadership style .

TABLE 2: DIFFERENCE BETWEEN URBAN AND RURAL STUDENTS IN THEIR LEADERSHIP STYLE

Dimensions	Urban (N = 102)		Rural (N = 148)		Calculated 't' value	Remarks
	Mean	SD	Mean	SD		
Planning	44.43	7.39	53.84	9.77	8.67	S
Co-operation	45.59	7.34	53.04	10.47	6.61	S
Team spirit	44.86	6.55	53.54	10.44	8.06	S
Communication skill	45.84	7.90	52.87	10.31	6.09	S
Self-evaluation	45.36	7.10	53.20	10.47	7.06	S

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that, the calculated values are greater than the table value. Hence, the null hypothesis is rejected. It shows that, there is significant difference between urban and rural students in their leadership style .

Hypothesis - 3:

There is no significant difference between 11th and 12th students in their leadership style .

TABLE 3: DIFFERENCE BETWEEN 11TH AND 12TH STUDENTS IN THEIR LEADERSHIP STYLE

Dimensions	11th (N = 132)		12th (N = 118)		Calculated 't' value	Remarks
	Mean	SD	Mean	SD		
Planning	48.49	9.52	51.69	10.30	2.54	S
Co-operation	48.60	10.15	51.56	9.63	2.37	S
Team spirit	48.74	9.29	51.41	10.60	2.11	S
Communication skill	48.26	9.39	51.94	10.33	2.93	S
Self-evaluation	48.39	9.57	51.81	10.21	2.72	S

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that, the calculated values are greater than the table value. Hence, the null hypothesis is rejected. It shows that, there is significant difference between 11th and 12th students in their leadership style.

RECOMMENDATIONS:

The investigator has studied the a study on leadership style among higher secondary students in Thiruvannamalai district in terms of sex, year of study, residence,

The recommendations which came into the mind of the investigator are as follows.

1. The government has to take responsibility to conduct seminar and workshop to develop the leadership style of students.

2. The staffs will have to think about the improvement of personality traits of the students.

3. Parents and staffs should encourage students to participate in cultural programmes, games, and extracurricular activities.

SUGGESTIONS FOR FUTHER STUDIES:

1. Leadership quality of students in relation to their environment, family background and study habits can also be conducted.

2. A study of leadership style among college students.

CONCLUSION:

Students are the future pillars for our nation and they are the most important aspect of the society as they have enormous power and ability to do anything. The student should possess some sound skills such as leadership quality, ability to do things in a better way etc. The studying environment has played a vital role in shaping them.

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